

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13OK5

| | | | | |
|-------------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| | Charter | Title 1 | Magnet | Choice |
| School Type (Public Schools): | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Name of Principal: Ms. Belinda Baldwin

Official School Name: Tulsa Eisenhower International Elementary School

School Mailing Address: 2819 South New Haven Avenue
Tulsa, OK 74114-5937

County: Tulsa State School Code Number*: 72 I001 170

Telephone: (918) 746-9100 E-mail: baldwbe@tulaschools.org

Fax: (918) 746-9103 Web site/URL: http://eisenhower.tulaschools.org/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Keith Ballard Ed.D. Superintendent e-mail: ballake@tulaschools.org

District Name: Tulsa Public Schools District Phone: (918) 746-6800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Ruth Ann Fate

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 52 Elementary schools (includes K-8)
11 Middle/Junior high schools
9 High schools
0 K-12 schools
72 Total schools in district
2. District per-pupil expenditure: 9566

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|---------------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 53 | 62 | 115 |
| 1 | 28 | 28 | 56 |
| 2 | 28 | 29 | 57 |
| 3 | 26 | 29 | 55 |
| 4 | 22 | 25 | 47 |
| 5 | 21 | 28 | 49 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total in Applying School: | | | 379 |

6. Racial/ethnic composition of the school: 6 % American Indian or Alaska Native
2 % Asian
12 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
62 % White
12 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 1%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

| Step | Description | Value |
|------|---|-------|
| (1) | Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year. | 1 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year. | 3 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 4 |
| (4) | Total number of students in the school as of October 1, 2011 | 379 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.01 |
| (6) | Amount in row (5) multiplied by 100. | 1 |

8. Percent of English Language Learners in the school: 3%
Total number of ELL students in the school: 13
Number of non-English languages represented: 3
Specify non-English languages:

French, German, Spanish

9. Percent of students eligible for free/reduced-priced meals: 18%

Total number of students who qualify: 68

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 13%

Total number of students served: 49

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

| | |
|--------------------------------|--|
| <u>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>22</u> Developmentally Delayed |

11. Indicate number of full-time and part-time staff members in each of the categories below:

| | <u>Full-Time</u> | <u>Part-Time</u> |
|---|-------------------------|-------------------------|
| Administrator(s) | <u>1</u> | <u>0</u> |
| Classroom teachers | <u>14</u> | <u>0</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>7</u> | <u>0</u> |
| Paraprofessionals | <u>16</u> | <u>0</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>8</u> | <u>0</u> |
| Total number | <u>46</u> | <u>0</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

27:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 98% | 97% | 97% | 97% | 97% |
| High school graduation rate | % | % | % | % | % |

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Eisenhower International School (EIS) is a K-5 language immersion program in the Tulsa Public Schools District. The school's vision statement, *Opening Minds to a World of Possibilities*, reflects the foundational core of the school: to immerse students in a second language and to provide opportunities rich in international content while meeting state and national grade-level English content requirements.

Thirty years ago the concept of language immersion was unknown in Oklahoma. In an effort to save a school scheduled to be closed due to declining student population, the school principal and concerned parents began researching innovative programs to attract families. Today the program is so successful that within the last year the school district decided to double our enrollment of kindergarten students. Within six years, our total K-5 enrollment will have gone from an estimated 380 to 760 students. Even with the doubling of available slots, there are more applicants than spaces available.

Tulsa reflects the issues and challenges found in many large urban school districts. Students from throughout the district apply to attend EIS. Kindergartners are selected through a public lottery process with equal representation from each quadrant in the district. Considered a "School of Choice," Eisenhower students represent a cross section of children from various ethnic, racial and economic backgrounds. Teachers represent more than ten countries. Their diverse backgrounds contribute to an international awareness throughout our school.

Beginning in kindergarten, students are completely immersed in either French or Spanish languages. This immersion takes place by teaching the core curriculum in the target language. Total immersion continues until the second semester of the second grade when English language reading is introduced. By fifth grade, at least 50% of the day is taught in the target language. As part of their curriculum, EIS fifth graders have the option of participating in exchange programs focusing on their second language. Spanish immersion students may travel to Costa Rica or Spain while French students spend several weeks at an elementary school in Tulsa's sister city of Amiens, France.

EIS has traditionally been an academically high-performing school. Students in all subgroups not only outperform their peers in traditional schools but by fifth grade they are also bilingual. Parental involvement is paramount to our success. Few of our parents speak a second language, so students emerge as independent learners while parents find creative ways to contribute to their child's education. The EIS PTA boasts a 100% membership and is a vital asset of school success.

EIS has received several awards recognizing outstanding achievements, including the 2011 Global Classroom Award from the Council on Standards for International Education, the Oklahoma PTA Oak Tree Award for the highest percentage of membership, multiple Academic Achievement Awards for the highest API of all similar-sized elementary schools in the state, multiple Exemplary Flag Awards for the top elementary school in the district, the Creative Ticket Award for outstanding achievement in Arts Education (presented by the Oklahoma Alliance for Arts Education in conjunction with the Kennedy Center Alliance for Arts Education Network), the Global Vision Award bestowed for leadership in global understanding by the Tulsa Global Alliance and the Award of the Americas from the Tulsa Hispanic American Foundation.

EIS teachers and administrators have received recognition for outstanding work and have shared their knowledge with others. The founding principal was honored with the Oklahoma Medal for Excellence in Administration from the Oklahoma Foundation for Excellence. Seven faculty members have achieved National Board Teacher Certification. The EIS librarian was named the state's top Library Media Specialist. Three faculty members have received Fulbright Awards for summer study. Two have received Fund for Teachers travel grants. Three teachers have received the Fulbright Memorial Fund Award for

study in Japan and others have traveled internationally with the Freeman Foundation and Aramco Saudi Arabia. In addition, teachers have been chosen for selective domestic seminars including those offered through National Endowment of the Humanities, Colonial Williamsburg and Mt. Vernon.

Another example of Eisenhower's leadership is the emergence of other immersion schools in the district and state interested in replicating the success of this creative school. At least three other districts have visited our program and now host immersion programs in Cherokee, Chinese, French and Spanish. In addition, two other Tulsa Public elementary schools have joined EIS in providing language opportunities to the students of this district.

To those of us who work at EIS, the defining measure of success will always be the joy of learning that surrounds us on a daily basis. EIS is vital, relevant and an example of the best in public education. With its emphasis on using assessments and assessment data, the development of an exciting and unique curriculum, professional development strengths, solid leadership and phenomenal community and family involvement, Eisenhower International School is truly worthy of National Blue Ribbon status.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Eisenhower International School uses a variety of assessments to measure student achievement and guide instruction. Test results are used extensively to plan and adapt teaching plans.

In the early years (K-3), teachers administer DIBELS—Dynamic Indicators of Basic Early Literacy Skills—to all students, meeting with each child individually. Although EIS students receive instruction in their immersion language until the second half of second grade, this English language test gives teachers an approximate gauge of each child’s phonemic awareness. Most students score high and those who do not score in the satisfactory range are offered remedial assistance during, before or after the regular school day. Parents are kept informed of potential problems and are guided accordingly.

All students in grades 3, 4 and 5 take the Oklahoma Common Curriculum Test (OCCT) during a testing window in the spring. This criterion-referenced test is mandated by the state of Oklahoma for all public schools. For EIS, the objectives covered by the OCCT are considered the minimum requirement for students, who are also tested by teachers on additional material, including their progress in French and Spanish. The OCCT tests 3rd and 4th graders in math and reading/language arts. Fifth graders are tested in math, reading/language arts, social studies, science and writing.

Results of the OCCT tests are provided to all schools and are used to analyze progress of students in general and in particular. The EIS staff analyzes each year’s scores and scores over time. Each school receives a global API (Academic Performance Index), children each receive an over-all score for each test, and a breakdown of performance by skill is also provided. The school principal distributes this information to teachers with instructions to analyze the information at grade-level team meetings and to provide guidance in planning lessons and individual interventions. The OCCT scores go with the children to the next grade level to help the next teacher address individual issues.

EIS won an Academic Achievement Award for a perfect API of 1500 four years in a row (2006-2009). In 2010, EIS earned a 1416 and in 2011 the API rose to 1474. In 2012, Oklahoma replaced the API score with an A-F evaluation. EIS was rated an “A” school, one of only three A-ranked elementary schools in Tulsa Public Schools, Oklahoma’s largest—and urban—district. High test scores at EIS are especially significant because students spend a large part of their day speaking in a language other than English. This provides evidence that our approach to literacy in two languages actually may enhance achievement in English.

Student performance falls into one of several levels: Advanced (830-990), Proficient (700-829), Limited Knowledge (641-699) and Unsatisfactory (400-640). Scores for various subgroups have shown steady growth. For example, math scores for African-American students rose from an average of 737 to an average of 820 from 2011-2012. During the same period, students on Individual Education Plans (IEPs) increased their math scores from an average of 757 to 787. Socio-economically disadvantaged students, regardless of race, also showed increases in math scores and similar trends were seen at all grade levels.

In reading, EIS scores showed an increase from an average of 780 to an average of 802 from 2011-2012. African-American students’ scores also increased on average from 768 to 799. Although IEP students lost ground on reading progress during the same period of time, ALL scores remained in the Proficient range or above.

EIS staff analyzes data on an ongoing basis. Although OCCT scores play a major role in EIS assessments, formative assessments, benchmark testing, DIBELS, Scholastic Reading Inventory and Acuity assessments are also used to determine our needs and monitor learning. Teams use these indicators to

look for trends in student performance, growth within student subgroups, to note declines or gaps in instruction requiring re-teaching.

2. Using Assessment Results:

Professional Learning Communities (PLCs) form the core for collegial cooperation. At Eisenhower International School, PLCs review student performance. While grade level PLCs gather weekly and sometimes more to analyze student data from reading and math assessments. Information from these sessions is then taken and used within the classroom to improve student and overall school performance. Staff meets vertically—French teachers with French teachers and Spanish teachers with Spanish teachers—to help plan for smooth articulation and to fill any learning “holes” that are revealed by the standardized testing. PLCs including teachers from outside the classroom, such as art, music, resource teachers and the librarian meet at least once a month to coordinate efforts and address needs. At EIS, collaboration leads to better results for students, teams and our school.

PLC Team Leaders also meet with school administration to examine trends among the grade levels. With feedback from the Team Leaders and information from the PLCs, our school WISE Plan (Ways to Improve School Effectiveness Plan) sets forth the goals and foundation for performance throughout the school. Eisenhower’s teachers are at the core of our performance and data management. Teachers and administration are in constant agreement in the drive towards improvement through excellence.

Benchmark, DIBELS, and other data are used within the school to determine a plan of action for students with different learning styles and abilities. Our district is moving towards utilizing Common Core State Standards (CCSS) within the classroom and for state and district assessment. Classroom teachers develop differentiation within their curriculum to best meet the needs of each individual student. Although EIS students are assessed in English, they have had no English language instruction prior to the second semester of their second grade year. All academic content has been delivered in either Spanish or French. This plays a significant role when testing our third grade students. Scores are often artificially depressed due to limited English instruction prior to taking an English assessment. Despite this effect on scores, EIS students still remain higher on average than most typical English-only speaking students within our district.

With test data we receive from the DIBELS, students are pulled from the classroom for small group teaching and re-teaching. This helps those students falling behind in certain areas. On the other extreme, when students are working well beyond their current grade level, teachers draw from resources through the Gifted and Talented teacher and the library to enrich those students. EIS teachers also identify “bubble” students that can be pushed higher into either the Proficient or Advanced range through intense enrichment opportunities. Ongoing progress monitoring occurs at all grade levels to allow movement amongst the groups.

When students require remediation or display distinct struggles, it attracts the attention of teachers and parents at Eisenhower and is brought to the Child Study Team. The school counselor facilitates CST meetings weekly. The team includes the counselor, administration, school psychologist, resource teacher and faculty members. CST is a support system for both teachers and students and is student centered and focused on results. This process results in individual interventions and accommodations to assist in student success and increase student achievement. CST members meet at least twice for each specific case and sometimes more to determine whether an individual student’s struggle in certain academic areas could possibly show a need for additional assessment.

Student assessment is also monitored to determine where targeted professional development would be of assistance. Professional development plays a significant role in a language immersion program. It must provide the theory and resources needed for teachers to work in both English and the target language.

Parents are kept well informed of their child's performance on school-based benchmarks and assessments as well as their student's performance on state assessments. Copies of scores are either sent home confidentially with students or through the mail as they become available. Student progress is discussed during twice-a-year parent-teacher conferences and at other parent meetings. Parents are encouraged to communicate with school staff for better understanding of their student and their student's individual success. The Oklahoma Department of Education, along with Tulsa Public Schools, releases OCCT test scores annually. These scores are reported through the media, published in newspapers and also appear on state and district websites.

3. Sharing Lessons Learned:

The concept of Eisenhower International School (EIS) as the first language immersion program in Oklahoma has manifested itself in many ways. One of these has been its willingness to share strategies community and state-wide. Our Culture Box collection is a wonderful demonstration of this. Developed in 1993 in partnership with Tulsa Global Alliance, resource boxes representing more than 50 countries were assembled to offer visual, auditory and tactile avenues of exploration for children learning about the world. These boxes are used annually by over 6,000 people in Oklahoma, including libraries, public and private schools, camps and scout troops.

EIS teachers welcome the opportunity to share with other educators both locally and beyond. For example, five teachers shared a year-long, interdisciplinary collaborative unit on Greece at a state-wide conference for gifted/talented teachers and at another for Library Media Specialists. The unit included every EIS teacher and student in the study of Greek mythology, history, dance and drama. Even in physical education there was an Olympic Games Day complete with ceremony.

As a community outreach, EIS sponsors a booth highlighting a specific country at Kid's World when it is held every other year. Organized by Tulsa Global Alliance, Kid's World hosts more than 8,000 elementary age students from across the state as they are invited to learn about different countries. The EIS booth is run by student alumni, parents and faculty and incorporates hands-on artifacts and activities. EIS students also perform cultural dances at the event to entertain those in attendance.

The EIS librarian has presented at state and national conferences on topics such as second language book acquisition and using puppets with young learners. Other teachers have published in professional journals. Several EIS teachers have been selected to serve on district-wide curriculum writing committees.

EIS, with a track record of successful second language immersion, shares with many other schools and international visitors. Schools interested in starting language immersion programs model their programs after EIS. The U.S. State Department of Education and Tulsa Global Alliance routinely send international visitors to EIS. These visitors are eager participants in our school life and, hopefully, return to their home countries with positive views and useful teaching tips.

4. Engaging Families and Communities:

Eisenhower International School (EIS) was, from the beginning, built on a solid foundation of parental and family involvement and of outreach to the community both locally and globally.

Two parent groups, the PTA and the EIS Foundation, provide opportunities for parents to stay connected with their school family and to contribute to its success. The PTA boasts a 100% membership of both families and teachers. Parents are encouraged to participate in school life through both Fund-raisers and Fun-raisers. Low-cost or free events such as a Spring Carnival nurture a sense of community. Fundraisers such as fruit sales allow patrons to assist with financial support. Additionally, parent volunteers enhance curriculum through hands-on activities in math and science.

Open communication between administration/staff and parents is fundamental to our school culture. Teachers communicate with parents during parent/teacher conferences (99% participation), PowerSchool parent portal (academic and behavior progress), online class discussion boards, Constant Contacts, social media, and regularly through information posted on the school website. Each homeroom has a “point” person who makes certain all the parents in the class are alerted to upcoming needs and activities.

EIS has formed firm connections within Tulsa’s international community. Alliance Française and the Hispanic American Foundation have both presented awards honoring Eisenhower’s involvement with their groups. Culture Boxes are focal points for a variety of organizations who take pride in helping EIS maintain collections representing their homelands. Culture Boxes are loaned to individuals throughout the community and support our vision of Opening Minds to a World of Possibilities.

Students become engaged in the community as they participate in various service projects. One example is a fifth grade class that annually raises more than \$1,000 for local charities during a school-wide used book sale.

Parents and community members are drawn into the EIS community through our many after school programs and extended learning choices or to use the library during after-school and summer hours. EIS actively seeks to keep in contact with graduating students and their families through social media and activities encouraged to draw them back to the school.

EIS sees “community” in an expanded way due to our language emphasis. Through yearly international exchanges offered to our fifth graders, and the hosting opportunities provided to our families for the French and Spanish students who come to spend time with us, many EIS families develop global friendships that will last a lifetime.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Eisenhower International School follows Tulsa Public School's pacing guides as well as curriculum guidelines adopted from Oklahoma's Common Core Standards. However, since our school's main focus is full language immersion, our faculty has either adapted or created an array of resources in the target language to complement the curriculum. Our students own their target language by using it throughout the school day in mathematics, science, social studies, and language arts. Excellence, high expectations, and accountability drive teachers' planning and students' goals.

The target language/English/Language Arts Curriculum is integrated into all subjects. All grade levels develop daily lessons that include phonemic awareness, phonics, fluency, comprehension, and vocabulary instruction. Lower grades have 90 minutes of blocked language arts instruction time in the target language. Third-fifth grades have between 90-120 minutes of blocked language arts instruction divided between English and the target language. Reading and writing skills are embedded throughout using non-fiction and fiction documents. An example of this integration is a yearly tri-lingual newspaper that combines the efforts of third-fifth grade students, teachers, and parents.

The EIS faculty understands that students benefit from both skill development and problem solving. Although these practices are cross-curricular, it is especially in Mathematics that this is extensively addressed. An active, year-long, Math Enrichment Program brings parents and teachers together to help students enhance critical thinking, developed by guiding students to discern how to arrive at their own solutions. Mathematics is also integrated into Science units which actively engage students in observations and the Scientific Method with final presentations using graphs, charts, and tables.

Through the science curriculum, students' scientific investigations give them ownership over their learning. Across the different grade levels, these include development of hypotheses and methodologies, systematic introduction and practice of the metric system and presentation of results. Parent involvement in this area is through the Science Enrichment Model in grades 3-5. Here, parents become the scientific leaders and, with guidance from a science curriculum specialist, prepare a quarterly unit correlating with the teachers' instruction.

Because of the Language Immersion program, our social studies and history curricula gives students real opportunities to communicate with educational leaders from all over the world. Students have interacted with delegates from many countries as well as with local ethnic communities. Additionally, students learn about government through presentations from local officials, and our school hosts a biennial U.S. Naturalization Ceremony where students have an opportunity to witness and celebrate American citizenship. Classroom instruction is active with presentations of primary and secondary sources which engage students to actively look at history beyond chronologies and memorization. Students participate in America's Revolutionary Days, Williamsburg Electronic Field Trips, and use Document Based Questions to develop a critical and participative voice in society.

Extra-curricular activities are abundant and cater to a variety of learning styles and students' interests through Gifted and Talented Education, music, art, and physical education. Students find opportunities to channel their creativity in addition to developing artistic skills. At the fifth grade level, students are given opportunities to test and enhance their linguistic skills by traveling to Spanish-speaking and French-speaking countries.

Although college and career readiness are not traditionally central in the minds of elementary educators, EIS teachers are keenly aware that what our students learn during their elementary school years is directly tied to future opportunities. Aside from solid academic foundations, students are being prepared for success in a global economy. From Advanced Placement and Baccalaureate Diplomas in high school to

language and international studies in college, to travel for pleasure or work and into the workforce, our graduates have language and global competencies to lead them to success in the future.

2. Reading/English:

At Eisenhower International School (EIS), literacy is first developed in the target language. We have adopted the approach that is common among full immersion schools of not introducing English reading until the second semester of second grade. By then initial literacy skills are strong in the target language and they transfer easily to English reading. Parents are encouraged to continue reading daily to their children in English to enhance the development of their native language.

Reading instruction is based on Common Core standards for all three languages. Harcourt's Story Town and Buckle Down Reading as well as teacher-created literature guides are used for English reading instruction. Calle de Lectura by Scott-Foresman is the Spanish language text and a variety of publishers from Canada and France are used for our French language learners.

EIS students begin in kindergarten with no vocabulary in the target language. Therefore, this is one of the main focuses during kindergarten and first grade. Vocabulary development is intensively taught through songs, poems, visuals, rhymes, games and movement. As students' target language vocabulary grows, they are also introduced to the beginning literacy skills of the corresponding language.

Although we differ in many ways from other elementary schools, we face many of the same challenges. This includes helping students whose reading skills are below grade level as well as challenging those who are above grade level. Strategies to support these students include: school-wide daily reading logs beginning in 1st grade, resource teachers who work in pull-out and inclusion settings, before/after school tutoring, older students partnering with younger children for paired reading, and consistent communication with parents on how to help children at home.

The EIS library plays a key role in encouraging English reading along with reading in the immersion language. The library includes strong collections of French, English and Spanish language electronic and print resources. Promotions to encourage reading, include Read Across Week, Caught Reading, Million Word Readers, Book Character Day, Good-Night Eisenhower (reading in the dark with the librarian), and the Sequoyah Award Challenge (Oklahoma's state book award). Flexible scheduling encourages students and teachers to use the library frequently. Reading is an exciting challenge at Eisenhower!

3. Mathematics:

Mathematics at Eisenhower International School (EIS) is a universal language. Although instruction takes place in either French or Spanish, math is a favorite subject of many EIS students. Teachers utilize the Envision Mathematics curriculum as their foundation. This series is available in Spanish and French teachers incorporate it, along with a French text, for their instruction. The curriculum is kid friendly and incorporates technology. In addition, many teacher-made and hands-on resources support learning.

Instruction takes several forms. Whole group topics include both discussions and lessons: strategies, practice, written explanations, for example. Cooperative (partner) and group learning includes hands-on exploration, SmartBoard interactive games, and math centers (for foundational math skill acquisition). Intervention techniques include flex groups/small group re-teaching, one on one, feedback to parents and scaffolding. Technology is incorporated for both teaching and reinforcement. Students have access to a full computer lab as well as to computers in the classroom.

Various programs are incorporated throughout the year to bring focus to mathematics education. A school-wide Geometry Day involves every teacher in the building focusing on how geometry impacts our

daily lives. Geometry vocabulary is highlighted and each class creates a geometry based project to share with the entire school. EIS students also participate in World Maths Day. Parents assist teachers in upper grades by providing Math Enrichment for all of our students. The opportunity focuses on acquisition of problem solving skills.

Teachers track student math skill acquisition and specific weaknesses through Benchmark assessment, teacher created assessments and Envision assessments. Assessments are ongoing and the entire faculty is involved with imbedding math education in content areas across the curriculum. For instance, the librarian will read a book about dinosaurs and then measure student foot prints compared to a tyrannosaurs footprint or use yarn to measure out the length of various dinosaurs.

Math lessons at EIS might officially appear as 60 minutes of daily instruction, but teachers go far beyond the Oklahoma PASS objectives, the Tulsa Public School pacing calendar and national common core standards to bring the importance of math skills into the lives of our students.

4. Additional Curriculum Area:

The “Humanities Team” at Eisenhower International School (EIS), consisting of the art, music, physical education, gifted/talented teachers and the library media specialist, plan collaboratively to provide age appropriate curriculum for students in K-5. The music teacher’s role in this collaboration is central. Very often the culmination of school-wide themes is expressed with a performance. These performances are the result of months of effort and exploration of the topic in which students gain appreciation and understanding of the given theme. This aligns with our school mission of “Opening Minds to a World of Possibilities.” Playing, singing and dancing with songs from other countries is one avenue of student enrichment used at Eisenhower. Students are immersed in the international language of music through the use of Orff instruments where authentic and cultural music is the focal point. The EIS music teacher received a “Fund for Teachers” grant and traveled to Salzburg, Austria to study at the Orff Institute, where prestigious educators led classes in this highly respected approach to music for children. The teacher brought back insight into the curriculum area, enhancing and enriching the journey of global awareness that EIS instills in its students. While studying music from other places the students experience the language, the customs and other traditions of each country. Students also enjoy playing arrangements of cultural songs while developing their skills as young musicians. The use of Orff brings the world alive for EIS students and gives them experience with stage performances, further developing confidence and poise.

Spanish immersion students produce a culturally and linguistically based Hispanic Festival every year while French students do the same at Mardi Gras time. These performances combine language, dance, song, dress and cultural foods.

Culturally enriching music activities also include visitors from The Tulsa Opera, a Flamenco guitar performance and a concert from a Celtic Music ensemble. Two award-winning Chinese pianists attending the Juilliard School of music spoke to EIS students about the difference in school cultures. At this concert, students were not only able to witness excellent performances, but heard first-hand the cultural perspective of these young musicians.

5. Instructional Methods:

Eisenhower International School (EIS) provides a variety of instructional methods to meet the needs of our unique language immersion program. Since our program begins as full language immersion and then transitions to a 50/50 model, all instruction is geared towards second language learners and providing many levels of differentiated instruction. To individualize and customize instruction, teachers provide students with leveled supplemental work, small strategically leveled center activities, extracurricular

enrichment groups, a gifted and talented program, and additional re-teaching and intervention assistance from the teacher and para-teacher.

EIS provides small group gifted and talented classes starting at first grade. In addition to the gifted and talented program we also offer other activities to promote higher level student learning. These programs, many led by parent volunteers, include math enrichment, science enrichment, media enrichment, Chess Club and Junior Great Books. Math enrichment consists of small groups of students who work with parents to complete higher level thinking math word problems. Science enrichment involves hands-on lab experiments and dissections. Media enrichment publishes a trilingual newspaper in French, Spanish and English.

EIS teachers also provide a variety of ways to meet the needs of all student subgroups. Teachers assign differentiated class and homework that is below level, on level, or above level, depending of the needs of the students. For example, lower grade level classrooms have “center” activities, which group students of different ability levels to work together on a variety of activities, aligned to the teacher’s curriculum. Both para-teacher and teacher monitor students who need extra support with classwork or tests on a one-on-one basis.

Many types of technology are used at EIS. Teachers use Smartboard technology and projectable cameras. Teachers create Smartboard lessons and activities that are engaging and interest students. Our school also promotes hands-on computer use with a complete computer lab, which classes can visit weekly or as needed. Students’ computer use includes a keyboarding program, teacher selected English, French, and Spanish educational sites, and the use of Microsoft Word and PowerPoint for student research assignments. Teachers also provide parents and students with at home vocabulary and homework support by sharing audio PowerPoint presentations or downloadable documents via the EIS website.

6. Professional Development:

Eisenhower International School’s (EIS) foundation as a language immersion program serves as a platform for traditional yet unique professional development opportunities. Professional development enables teachers to have a common language and to keep current with educational studies and trends. At the district level, educators share techniques and topics of interest such as Balanced Literacy or differentiation in the classroom. The rationale is to ensure that all teachers, regardless of school, are aligned with the goal of providing quality education to every student in the district. Teachers throughout Tulsa Public Schools attend district facilitated professional development each August and half day professional development days are scheduled at the site level monthly. Several of our ½ days have been spent in collaborative planning with the teachers at another language immersion school in our district.

On a site level, professional development allows faculty to focus on our task of immersion education, to hone in on student growth and to tackle issues specific to our situation. Student achievement and enrichment are core to the site level professional development plan. In addition to organizational topics and guest speakers, weekly staff meetings allow student testing data to be disaggregated and both generic and targeted suggestions for improvement are made. With guidance from the principal, Lead Teachers provide direction for routine grade-level and languages-specific Professional Learning Communities, focusing on book studies, best practices, new teaching strategies and curriculum planning. In addition, the “Humanities Team” (art, music, physical education, gifted/talented and special education teachers along with the school librarian) meets weekly to collaborate on enrichment activities.

EIS faculty members are encouraged to grow through personal continuing education. Within the past few years seven teachers achieved National Board certification. Traveling is encouraged and teachers share enrichment gained through awards and grants from Fund for Teachers or various Fulbright programs. EIS faculty members are encouraged to attend and/or present at conferences outside the district specific to content area and to language immersion. New faculty members at Eisenhower recently attended an international language immersion conference in Minnesota where they were able to visit immersion

schools, attend workshops, search for second language materials and to network with others in similar positions.

The most significant thing about professional development at EIS is that it is shared. Teachers who attend workshops or travel present to their fellow teachers and often to the PTA.

7. School Leadership:

High standard of excellence and devotion to global education and second language acquisition require expectations for school leadership to be multifaceted. At Eisenhower International School (EIS) there is a school-wide emphasis on empowering leaders from all sectors: students, parents, teachers, staff, and from administration. Visionary and instructional leadership are essential.

The success of EIS demands shared leadership as facilitated by the administration. The principal along with the school counselor form an administrative team. This ensures that the needs of ALL learners are met by providing a safe and cooperative learning environment. It also supports the emotional and social needs of the students and the staff. The EIS principal is responsible for coordination between district level and our site. She is also the “public” face of our school, representing EIS to the community and parents. The principal is actively involved with all school events and attends all Foundation, PTA board and unit meetings. In addition to leading Monday morning assemblies helping to connect the school community, the EIS principal is also the liaison with the EIS Adopt-a-School community involvement program, and serves in leadership roles in the district.

As a Professional Learning Community, leadership at EIS is a shared responsibility. The principal provides oversight and enables teachers to develop as leaders. Teachers volunteer for special assignments as Team Leaders. These teacher-leaders coordinate professional development opportunities at grade level or by language, keeping the focus of staff, students and parents on academic achievement, language and culture enrichment. Two teachers serve on the Superintendent’s Advisory Committee, communicating site specific concerns to the district administration and sharing district initiatives with the staff. A teacher sits on the PTA Executive Board and teachers are routinely asked to provide leadership through professional development sharing.

Parents are encouraged to develop leadership roles at EIS and do so not only through PTA and Foundation work, but also through organizing book fairs, Junior Great Books, Science Enrichment and many other activities. Students participate in an active Student United Nations program, campaigning for office twice a year and providing opportunities for service learning. Our students continue their early leadership and philanthropic learning into their adult lives. We have an unusually large number of graduates working with Teach for America, the Peace Corps, and many other similar organizations.

The far-reaching scope of the EIS community sets us apart and makes us worthy of Blue Ribbon status.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007-2009/2010-2012 Publisher: Oklahoma State Dept. Of Education/Pearson Education Inc.

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 98 | 96 | 93 | 100 | 100 |
| Advanced | 74 | 69 | 61 | 68 | 55 |
| Number of students tested | 50 | 51 | 54 | 50 | 49 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 7 | 4 | 7 | 9 | 9 |
| 2. African American Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 8 | 5 | 9 | 9 | 9 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 2 | 3 | 1 | 7 | 5 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 8 | 7 | 7 | 5 | 8 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. American Indian/Alaskan Native | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 2 | 4 | 3 | 3 | 7 |
| NOTES: | | | | | |
| Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |

13OK5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007-2009/2010-2012

Publisher: Oklahoma State Department of Education/Pearson

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 92 | 98 | 94 | 96 | 94 |
| Advanced | 20 | 22 | 19 | 16 | 18 |
| Number of students tested | 50 | 51 | 54 | 50 | 49 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 7 | 7 | 7 | 9 | 9 |
| 2. African American Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 8 | 5 | 8 | 9 | 6 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 2 | 3 | 1 | 7 | 5 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 8 | 7 | 7 | 5 | 8 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. American Indian/Alaskan Native | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 2 | 4 | 2 | 3 | 7 |
| NOTES: | | | | | |
| Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |

13OK5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007-
2009/2010-2012

Publisher: Oklahoma State Department of
Education/Pearson(2010 and after)

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient and advanced | 100 | 91 | 96 | 89 | 95 |
| advanced | 69 | 56 | 46 | 49 | 60 |
| Number of students tested | 49 | 54 | 48 | 45 | 42 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient and advanced | Masked | Masked | 91 | Masked | Masked |
| advanced | Masked | Masked | 27 | Masked | Masked |
| Number of students tested | 7 | 9 | 11 | 9 | 7 |
| 2. African American Students | | | | | |
| Proficient and advanced | Masked | Masked | Masked | Masked | Masked |
| advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 4 | 8 | 9 | 4 | 9 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and advanced | Masked | Masked | Masked | Masked | Masked |
| advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 3 | 2 | 6 | 5 | 3 |
| 4. Special Education Students | | | | | |
| Proficient and advanced | Masked | Masked | Masked | Masked | Masked |
| advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 8 | 9 | 7 | 7 | 4 |
| 5. English Language Learner Students | | | | | |
| Proficient and advanced | | | | | |
| advanced | | | | | |
| Number of students tested | | | | | |
| 6. American Indian/Alaskan Native | | | | | |
| Proficient and advanced | Masked | Masked | Masked | Masked | Masked |
| advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 4 | 2 | 2 | 6 | 6 |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |

13OK5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007-2009/2010-2012

Publisher: Oklahoma State Department of Education/Pearson

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 96 | 93 | 94 | 93 | 100 |
| Advanced | 22 | 19 | 10 | 31 | 26 |
| Number of students tested | 49 | 54 | 48 | 45 | 42 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient and Advanced | Masked | Masked | 82 | Masked | Masked |
| Advanced | Masked | Masked | 0 | Masked | Masked |
| Number of students tested | 7 | 9 | 11 | 9 | 7 |
| 2. African American Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 4 | 8 | 9 | 4 | 9 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 3 | 4 | 7 | 5 | 3 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 8 | 9 | 7 | 7 | 4 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. American Indian/Alaskan Native | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 4 | 2 | 2 | 8 | 6 |
| NOTES: | | | | | |
| Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |

13OK5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Oklahoma Core Curriculum Test

Edition/Publication Year: 2007-
2009/2010-2012

Publisher: Oklahoma State Department of
Education/Pearson(2010 to present)

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 94 | 100 | 100 | 95 | 100 |
| Advanced | 57 | 67 | 71 | 74 | 78 |
| Number of students tested | 53 | 45 | 45 | 38 | 46 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient and Advanced | Masked | Masked | 100 | Masked | Masked |
| Advanced | Masked | Masked | 40 | Masked | Masked |
| Number of students tested | 9 | 9 | 10 | 5 | 5 |
| 2. African American Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 8 | 9 | 8 | 8 | 9 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 4 | 8 | 5 | 3 | 2 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | 70 | Masked | Masked | Masked | Masked |
| Advanced | 60 | Masked | Masked | Masked | Masked |
| Number of students tested | 10 | 5 | 7 | 1 | 1 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. American Indian/Alaskan Native | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 2 | 1 | 6 | 6 | 2 |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |

13OK5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Oklahoma Core Curriculum

Edition/Publication Year: 2007-2009/2010-2012

Publisher: Oklahoma State Department of Education/Pearson

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient and Advanced | 94 | 98 | 91 | 95 | 100 |
| Advanced | 42 | 24 | 31 | 32 | 46 |
| Number of students tested | 53 | 45 | 45 | 38 | 46 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | | | | | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient and Advanced | Masked | Masked | 70 | Masked | Masked |
| Advanced | Masked | Masked | 0 | Masked | Masked |
| Number of students tested | 9 | 9 | 10 | 5 | 5 |
| 2. African American Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 8 | 9 | 8 | 8 | 9 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 4 | 8 | 5 | 3 | 2 |
| 4. Special Education Students | | | | | |
| Proficient and Advanced | 90 | Masked | Masked | Masked | Masked |
| Advanced | 20 | Masked | Masked | Masked | Masked |
| Number of students tested | 10 | 5 | 7 | 1 | 1 |
| 5. English Language Learner Students | | | | | |
| Proficient and Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. American Indian/Alaskan Native | | | | | |
| Proficient and Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 2 | 1 | 6 | 6 | 2 |
| NOTES: | | | | | |
| Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |

13OK5